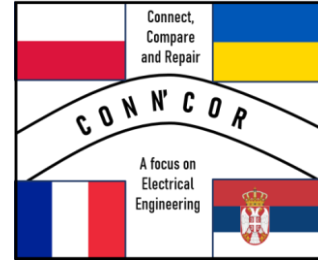# Connect, compare and repair for a common future with Ukraine: a focus on Electrical Engineering teaching (CONN'COR)
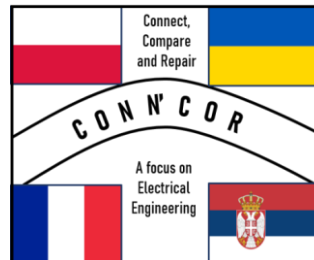
Project no. 2024-1-FR01-KA220-HED-000250882

WP2: Strengthening the coherence of teaching on a certain set of subjects
Activity 2.1: Training of teachers for teamwork

Coaching techniques supporting
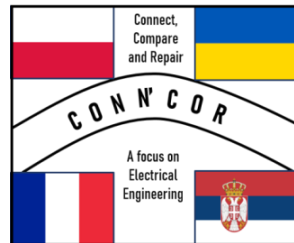# effective communication in international projects

Aleksandra Gulc, Anna Kononiuk

December 16, 2024, 09:00-12:00

CONN'COR - Connect, compare and repair for a common future with Ukraine: a focus on Electrical Engineering teaching
Erasmus+ 2024-1-FR01-KA220-HED-000250882

This result was achieved during the implementation of WP2:

Strengthening the coherence of teaching on a certain set of subjects

COACHING TECHNIQUES SUPPORTING EFFECTIVE COMMUNICATION IN INTERNATIONAL PROJECTS

ANNA KONONIUK, PhD

ALEKSANDRA GULC, PhD

Workshops, 16.12.2024.

AGENDA

- ❏ INTRODUCTION TO COACHING
- ❏ COACHING TOOLS ENHANCING COMMUNICATION WITH TEAMS: DILT'S PYRAMID
- ❏ SIX THINKING HATS
- ❏ WHEEL OF COMPETENCES
- ❏ SUMMARY

What are the main problems international project teams face?

1. Cultural Differences

- **Communication Styles:** Directness varies across cultures; for instance, German communication is typically straightforward, while U.S. communication may be more indirect.

2. Conflict Resolution

- **Different Conflict Styles: Cultural approaches to conflict vary, leading to unresolved tensions.**

3.Work Ethic and Expectations: Attitudes toward deadlines and authority differ, affecting team

4. Resource Imbalance

- **Unequal Expertise or Funding**: Disparities in resources can lead to dissatisfaction.
- **Disparities in Roles**: Uneven workload distribution affects morale.

5. Holidays and Work Schedules: National holidays and varying work hours can disrupt timelines.

6. Language Barriers

- **Miscommunication**: Non-native speakers may misinterpret nuances, leading to errors.
- **Technical Terminology**: Inconsistent understanding of jargon can hinder collaboration.

7. Time Zone Differences

- **Scheduling Challenges**: Coordinating meetings across time zones is complex.
- **Delays in Communication**: Time lags can slow decision-making.

8. Technological Limitations

- **Access to Tools**: Unequal access to technology affects participation.
- **Compatibility Issues**: Diverse software platforms can disrupt workflows.

9. Trust and Team Cohesion

- **Lack of Face-to-Face Interaction**: Limited in-person meetings can weaken trust.
- **Stereotyping and Bias**: Cultural biases may create tension.

Exercise 1: One-way communication
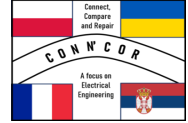
https://www.pexels.com/pl-pl/zdjecie/89770/

Instruction for butterfly : precise communication
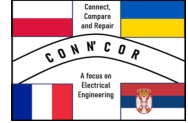
Make a butterfly from a piece of paper measuring 21.59 x 27.94 cm. Hold the card upright, fold it in half face down and tear off the top right corner. Then fold the sheet left to right again, so that one top corner overlaps the one you tore off. Tear off the corner that overlaps the one you torn off. Fold the card from the bottom so that the bottom right corner overlaps the two previously torn corners. Tear off the overlapping part again, so that the folded sheet of paper has the whole lower right corner torn off. When you unfold the sheet of paper, you will get a butterfly. The whole trick is to tear off the top right corner at first, and then rotate the sheet of paper so that each time you tear off the part of the sheet in the same corner as before. Also, you will fold the card from top to bottom first, not from one side to the other as some participants do. The butterfly will be in the shape below.

Źródło: Unforgettable Experiential Activities: An Active Training Resource by Mel Silberman

One-way communication is ineffective!

Coaching involves communication on a partnership basis.

https://www.pexels.com/pl-pl/zdjecie/dojrzaly-dyskusja-interakcja-kariera-2977567/

# What do you associate coaching with?

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Coaching versus different forms of support
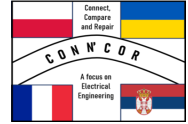
- mentoring
- counselling
- psychoteraphy
- psychiatry

http://sfcoaching.pl/wp-content/uploads/2015/07/coachingsfcp.jpg

Transactional analysis
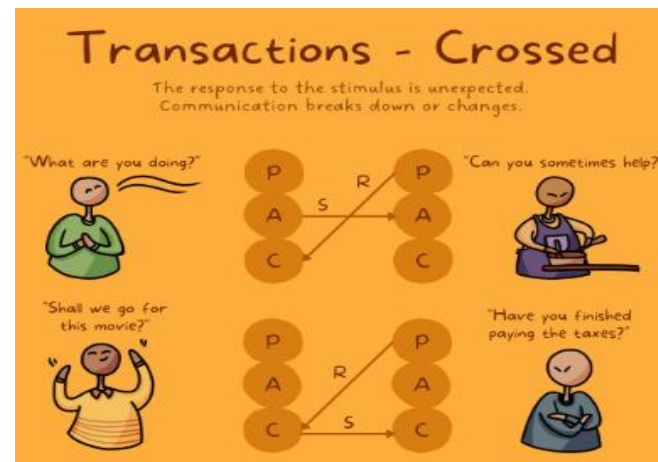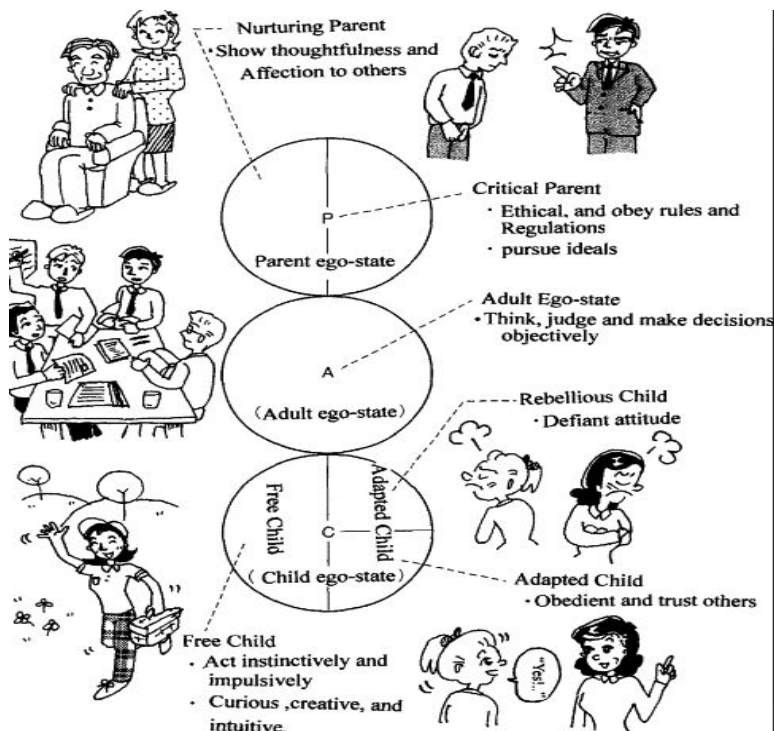
Transactional Analysis is a theory developed by Dr. Eric Berne in the 1950s. Originally trained in psychoanalysis, Berne wanted a theory which could be understood and available to everyone and began to develop what came to be called Transactional Analysis (TA).

Transactional Analysis is a social psychology and a method to improve communication.

The theory outlines how we have developed and treat ourselves, how we relate and communicate with others, and offers suggestions and interventions which will enable us to change and grow.

Modes model

Inconsistent
Criticizing
Interfering
Structuring
Supporting
Mindful
Co-creating
Playful
Over-adapted
Reckless
Oppositional

Mountain Assoc 2010

©TA OK Modes Model, Mountain Associates, 2010.

Modes shown in relative/correlating positions

Modes are shown **in green (effective)** and **red (ineffective)** to help explain and use the model as a tool.

Particularly this enables us to imagine the flow of a communication exchange in a conversation, and so to understand what happened.

Effective communication comes from the green Modes, (like traffic lights, green equates to go-ahead).

Ineffective communication comes from the red Modes (like traffic lights, red means stop).

When we come from (communicate from) **the green Modes we invite a positive response**, and when we communicate from a red Mode, we invite a response from one of the red Modes.

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What is in the name?
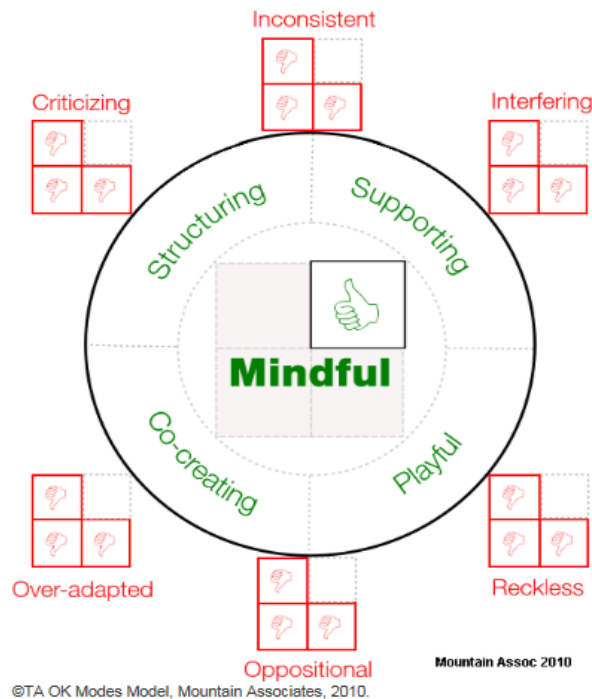
Coaching supports people to succeed and achieve their goals without telling them how to do it (*the Forton Group*).

International Coaching Federation (ICF) defines coaching as accompanying the client in a challenging and creative process that inspires them to maximise their personal and professional development.

https://www.pexels.com/pl-pl/zdjecie/mezczyzna-para-ludzie-biuro-4101143/

Six blind men and an elephant

Six blind men were asked to determine what an elephant looked like by feeling different parts of the elephant's body. The blind man who feels a leg says the elephant is like **a pillar**; the one who feels the tail says the elephant is like a **rope;** the one who feels the trunk says the elephant is like **a tree branch**; the one who feels the ear says the elephant is like a **hand fan**; the one who feels the belly says the elephant is like **a wall**; and the one who feels the tusk says the elephant is like a **solid pipe**.

How do we view the world?
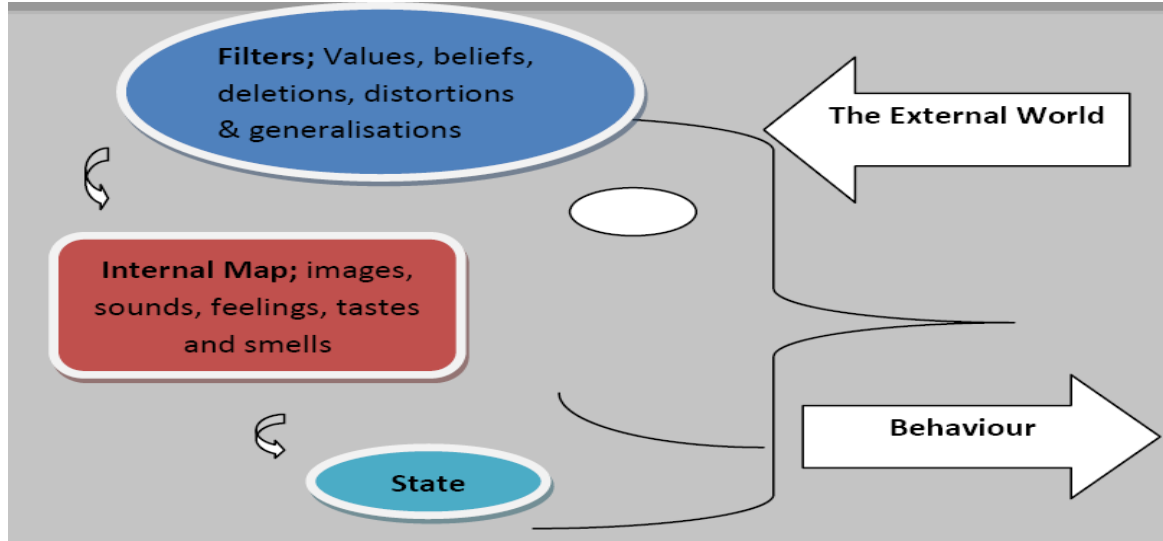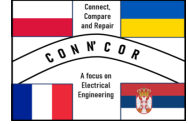
DELETION: (crossing the road safely , forgetting to pay the bills)

DISTORTION: (your boss did not say hello to you in the morning)

GENERALISATION: (I will never get promotion, You are always critising me)

The aims of coaching: leaving the comfort zone

The aims of coaching: extension of the sphere of influence

Why is it effective?
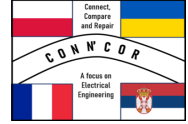
The idea of coaching is to bring out the potential in people. According to A. Scoular, the power of coaching comes from the following three facts :

- **people are much more likely to realise what they invented themselves,**
- **most people - even those who are already successful - have considerable untapped potential just waiting to be unleashed,**
- **intelligent people often don't like to be told what to do and don't listen to it; hence, asking questions properly can produce better results than giving instructions.**

A. Scoular, *Coaching biznesowy*, Gdańskie Wydawnictwo Psychologiczne, Sopot 2014, s. 17.

Coaching tools: Dilts pyramid, Wheel of competences

https://www.pexels.com/pl-pl/zdjecie/garaz-klucz-mechaniczny-mechanik-162553/

Dilts pyramid

- A model for coaching work can be the so-called Dilts pyramid built on the concept of logical levels by Robert Dilts.
- Robert Dilts in his model of neurological levels describes, in the form of a pyramid, levels on which we function.

THE DILTS PYTAMID

Identity: Who are you?

Values: How do you think about yourself, the world and people, e.g. from your environment?

Competence: What are your skills? What skills do you need to be able to do your job?

Behaviour: How do you behave? How can you tell if you are performing? How do the people around you (colleagues) behave?

Environment: When? Where? With whom? In which environment do you perform your duties? In which environment do you study?

Neurological levels

- **Environment** – the setting in which we function and to which we respond: people, material things, environmental factors. In describing this level, we answer the questions: When? Where? With whom? In which environment do you perform your duties?
- **Behavior** – this is the behavioral level, describing the actions that we perform both as individuals (specific actions and behaviors) and in terms of organization (procedures). It answers the question: How do you behave? How do you behave as a team member? How do people around you (co-workers) behave?
- **Skills/capabilities** – the level describing strategies we use in life, ways of performing tasks, decision-making mechanisms, etc. It answers the question: What do you know? What skills do you need to be able to carry out your tasks in this project?

Neurological levels

- **Beliefs/values** – describes all those ideas that are important to us and that we believe to be true (both supportive and limiting). They determine the directions of our motivation. Question: How do you think about yourself, the world and people around you, for example?
- **Identity** – Who are you as the team?
- **Purpose** – Where are you going as the team? Why are you doing this? What is your mission in this project?

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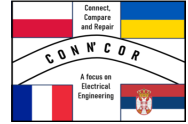Erasmus+ 2024-1-FR01-KA220-HED-000250882
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Dilts pyramid

- makes the project leader, project team member more aware of the work environment in which he/she is currently working,
- raises awareness of the activities carried out at the workplace,
- reviews/identifies the beliefs/values which guide the team,
- sets the goal and direction of professional development in line with the team's value system.

Wheel of competences

Wheel of Competences - the name of a coaching tool (test) in the form of a **graphical representation of important areas of activity of the person examined**.

This test can be repeated many times at a predetermined time.
You should evaluate your satisfaction with competences needed for the completion of the project tasks at the moment in comparison with what you would like to achieve.
The centre of the circle represents lack of satisfaction or fulfilment, and the outer contour of the circle represents complete satisfaction and fulfilment.
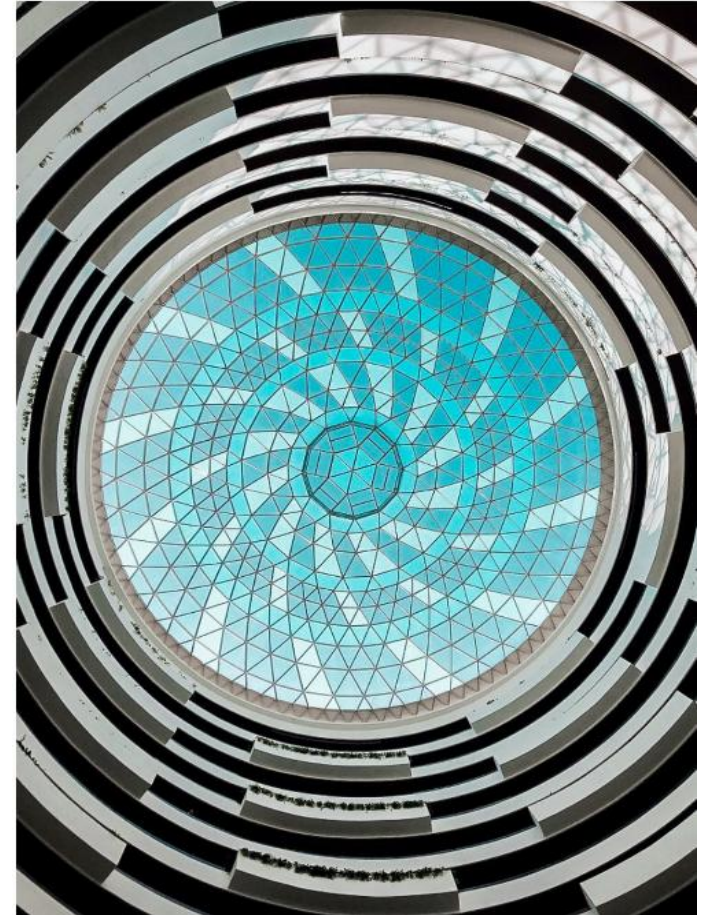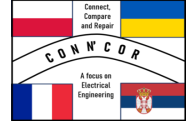
Wheel of competences

- Examples of questions a project leader might ask a team member in a coaching process are: **What competences are important in the teamwork/ What competences are required to complete the project? How far do you rate your competences today (on a 10-point scale)?**
- **What can you already do? And where would you like to be on this scale after the coaching process?**
- You can then focus on the area rated lowest by the project team members or ask tchem to indicate the area they would like to develop. In this way, you can set a goal for the coaching process.

Visualisation

Clear, effective communication

Emotional Intelligence

Problem-Solving

Openess

Decision making

Ability to delegate

This test consists of identifying six or eight activity areas distributed on a circle, which can be, for examples **competences necessary to lead teams/complete the project.**

- Were you surprised, upset or perhaps delighted by something?
- Have you learnt something new about yourself/ the team?
- Do you see things that are important to you/ the team?
- What conclusions do you draw from this exercise?

Summary (1)

Coaching supports people to succeed and achieve their goals without telling them how to do it (the Forton Group).

Helps define values, challenge beliefs, generalisations and distortions of reality.

Enables the team to expand their comfort zone and define their sphere of influence.

Focuses on client's/student's strengths, is process oriented.

It is not psychotherapy, consulting, mentoring.

Offers many tools.

https://www.pexels.com/pl-pl/zdjecie/architektura-biura-biznes-budynki-2887976/
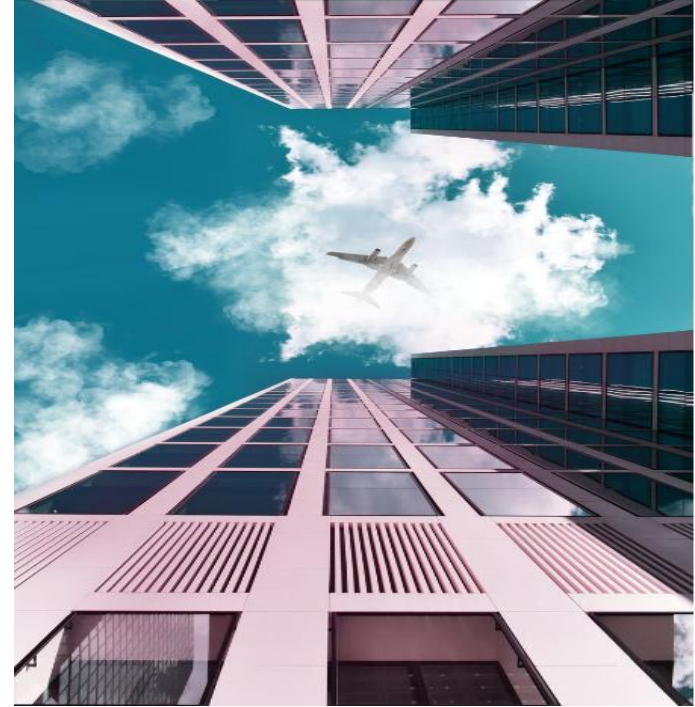
Summary (2)

Entering the role of a coach as a team leader requires switching:

- from a **standardised** to a **personalised** approach (seeing the project leader/team member as a human being with specific unique resources, talents and abilities),

- **from talking to listening** (and hearing what the team member feels, thinks, thinks about the world around them),

Summary (3)

Entering the role of a coach as a project leader requires switching:

- **from giving instructions** (understood as the transmission of content) to creating space for independent learning (developing potential, searching for answers within oneself),
- **from the tendency to ask closed questions (with a single answer) to ask open, exploratory questions**, which encourage thinking, confronting oneself and one's knowledge,
- from grading and judging to reporting on progress (if the team member wishes).

Thank you!
Anna Kononiuk, PhD
a.kononiuk@pb.edu.pl
Aleksandra Gulc, PhD
a.gulc@pb.edu.pl